

# **Influence Of Appraisal Service On Academic Performance Of Secondary School Students In Kitui West Sub- Country Kitui County, Kenya**

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## **Abstract**

Generally academic performance in entire Kitui County has been low specifically in Kitui West Sub- County this is despite implementation of guidance and counselling services in the Sub-County. The current study sought to investigate influence of appraisal services on academic performance of public secondary school students in Kitui West Sub County, Kitui County. The following objective guided this study to examine influence of appraisal services on academic performance. Person- centred theory formed theoretical framework in this study. A correlational research design was used. The study targeted a population of 7903 form three students, 33 principles, 33 heads of guidance and counselling department from 33 public secondary schools in Kitui West Sub- County. Purposive sampling was used to select Kitui West Sub- County in Kitui County. Stratified random sampling was used to group schools. Simple random sampling was used to select 400 students. Data was collected using self-administered questionnaires for students and heads of guidance and counselling department while interview schedule was used to collect data from principles. Statistical Package for Social Sciences (SPSS version 22) software aided in analyzing data. Data was analyzed using both descriptive and inferential statistics. Pearson product moment correlation coefficient at  $\alpha=.05$  was used to test the null hypothesis. The findings indicated some evidence of significant influence of appraisal services. Pearson product moment correlation coefficient ( $r$ ) of 0.002 was reached. The study concluded that guidance and counselling services specifically appraisal services influenced student's academic performance. The study recommended that appraisal services should be implemented in all school's guidance and counselling programs. This finding of this study may help guidance and counselling teachers, to make use of appraisal service to improve students' academic performance.

**Keyword;** *Guidance, Counselling, Appraisal Services, Academic performance*

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## **I. Introduction**

Ogawa (2019) asserts that education is a crucial human characteristic essential for generating high income and fostering economic and social responsibility. Educating a nation's populace facilitates the distribution of information to a substantial segment of that populace. In several educational systems globally, the completion of secondary education is a requirement for entrance to higher education institutions, including universities and colleges. Fairmont (2017) asserts that education at this level is essential for promoting economic growth.

According to Ward Stocker and Murray-Ward (2018), excellent academic accomplishment is defined by the extent to which individuals, organizations, or institutions fulfill educational goals. Ali, Joseph, Ali, Mokhart and Salumat (2017) assert that academic success is deemed inadequate when both the examinee and relevant stakeholders see the performance as falling short of the anticipated standard. The intellectual achievement of secondary school pupils is closely proportionate to a country's social and economic development level. The academic performance of secondary school pupils is a crucial criterion for assessing the quality of college graduates, who will subsequently impact a country's social and economic development as its future leaders. Sinha and Srivastava (2017) assert that the successful completion of secondary education is a key determinant of contemporary youth's academic performance. Consequently, secondary school pupils should endeavor to enhance their academic performance, since education is seen as a pathway to social mobility. It should provide individuals with the information and skills necessary to fulfill their civic responsibilities in an inclusive society.

Raineri and Gerber (2018) assert that the kind of school and the extent of instruction significantly influence the academic performance of secondary school pupils. However, for all these components to function well, students must be ready to engage in academic activities. Dorothy (2021) illustrate that the motivation of secondary school students to engage in study is affected by several factors concurrently. Secondary school students often encounter obstacles that, if unaddressed, may lead to discontent and developmental issues, adversely affecting their general health and academic performance. Various factors, such as familial dysfunction,

substance abuse, absenteeism, sexual harassment, inadequate time management skills, peer influence, and the risk of school dropout, can adversely affect students' academic performance (Thompson, 2016). The gravity of these difficulties has prompted some nations to include counseling and guidance programs into their educational systems, aiming to aid students in adeptly navigating their academic and personal lives (Dorothy, Collitha and Teresia, 2021). Counseling and guidance programs aim to assist individuals in realizing their full potential and empower them to make constructive contributions to their surroundings. The capacity of children to harmonize their skills, interests, and convictions is essential for their personal growth and development (Oye, Obi, Mohd, and Bernice, 2018). Consequently, school counseling and guidance services assist youngsters in this endeavor.

To enhance learning performance, it is crucial to shape the viewpoints and attitudes of a significant number of students on learning. This purpose may be achieved by using "teaching-learning" strategies that enhance students' interest, study habits, and overall achievement levels. Eyo, Joshua, and Esuong, (2017) indicate that this necessitates schools to provide counseling and guidance services customized to the unique requirements of children and their situations. This study examines the necessity for schools to implement policies mandating the establishment of guidance and counseling departments in every secondary school, given their role in preparing students for future responsibilities amid life's complexities and societal integration (Gitau, 2016). Namale and Awabil (2018) indicate that the programs include a range of services, including orientation, information service, career guidance, suggestions, future networking, searches, and evaluations. Four services significantly influence academic performance. These services include orientation, career guidance, appraisal, information service. A study conducted by Bolu-Steve and Oredugba (2017) examined the views of secondary school pupils in Lagos State on their academic performance in relation to guidance and counseling services. The study results indicate that guidance and counseling services significantly influenced students' academic accomplishments.

Dorothy *et al.*, (2021) indicate that the provision of guidance and counseling services significantly influences children's academic performance. The Government of Kenya (2001) reports that secondary schools in Kitui County, especially in Kitui West Sub-County, exhibit subpar academic performance. Ward Stocker and Murray-Ward (2018) assert that students' academic achievement is assessed by their examination scores and overall grade point averages in all subjects. Students that excel academically possess a competitive advantage over their counterparts in an educational environment. Students in Kitui West Sub County have shown subpar performance on the Kenya Certificate of Secondary Examination during the last three years. The Kitui West Sub County Education Office (2023) reports that historically, the average score for Kitui West Sub County has been inferior to that of other sub counties in the region. Given the erratic nature of precipitation, it is essential for many individuals in Kitui-West Sub County to engage in education to secure their welfare and sustenance. A significant proportion of parents have made considerable financial investments in their children's education.

### **Statement of the Problem**

Academic performance of secondary schools in Kitui West Sub-County has been subpar. Data from Kitui West Sub-County Education Office (2023) indicate that student's performance has been rather poor over the last three years. This occurs despite the establishment of guidance and counselling programs in schools within Kitui West Secondary Schools (Ndulu & Morange 2015). Schools in Kitui West Sub County have shown poor academic performance as evidenced by low mean score relative to other Sub counties in Kitui County. The Subcounty has likewise had a low number of pupils achieving the requisite university entrance mean grade of C+ or above. Academic performance of pupils in public secondary schools in Kitui West Sub county is seen superb by several stake holders in the education sector who anticipated that secondary school students would succeed in their studies and subsequently enrol in university and other post-secondary studies. Ascribed superb academic performance to individual student aptitude, instructors' quality. Staffing levels, facility availability and guidance and counselling among others (Ndulu & Morange 2015). The primary focus of the present research is the function of guidance and counselling services in enhancing academic performance. Limited information exists about the use of guidance and counselling services on the academic performance of public secondary school students in Kitui West Sub County.

### **Purpose of the Study**

The purpose of this study was to investigate influence of appraisal services on academic performance of secondary school students in Kitui West Sub County, Kitui County.

### **Research Objectives**

The study was guided by the following objective:

1. To Examine influence of appraisal services on academic performance of secondary school students in Kitui West Sub County, Kitui County.
- 2.

### **Research Hypotheses**

The following null hypotheses was tested in this study:

Ho<sub>1</sub>. There is no statistically significant influence of appraisal services on academic performance of secondary school students in Kitui West Sub County, Kitui County.

### **Significance of the Study**

The research on the impact of guidance and counselling services on the academic performance of secondary school students may be significant for teacher counsellors. The outcomes of this research may provide teacher counsellors insights into successful guiding and counselling practices that encourage students to seek help. This may empower teacher counsellors to enhance their methodologies, ensuring their services are accessible, pertinent, and effective for students' academic and personal development.

### **Scope of the Study**

Except for the Kitui West sub-county, the study was only carried out in one county in Kenya. The subject of this study was the thirty-three public high schools.

## **II. Literature Review**

### **Appraisal Service and Students Academic Performance**

According to Fafunwa and Akinpelu (2018), the purpose of appraisal service, is to provide students assistance in gaining a better understanding of themselves by collecting, organizing, and evaluating information about them. The evaluation of a person is the value assessment that is arrived at after examining the numerous key characteristics that they possess. The process of collecting and organizing information about oneself enables students to develop a deeper understanding of themselves and to arrive at more meaningful conclusions. Unless it results in increased self-awareness, data collecting cannot be called a service but rather a need. The ability to make well-informed judgments from a wide range of possibilities is afforded to pupils who have a solid understanding of their own personal interests, aptitudes, talents, and deficiencies.

The distinctiveness of persons may be brought to light significantly via the use of appraisal services. It displays the extent to which two individuals are similar or unlike to one another. In order to collect information on students, the most common methods are conducting interviews with students, obtaining written reports from teachers and parents, and conducting psychiatric exams. The manner in which pupils are developing both as persons and as members of society is often the subject of evaluations. By collecting, analyzing, and interpreting assessment information that is produced from both test and non-test methodologies, students have the potential to gain a deeper knowledge of who they are as individuals. Additionally, it provides the opportunity for significant others and counselors to get an understanding of the areas in which children excel and those in which they have room for development (Denga, 2016). The following are some instances of processes that are not considered to be test methods: interviews, self-reports, rating scales, autobiographies, scale grams, and cumulative records.

For the purpose of keeping cumulative records, it is usual practice to maintain them in a folder or on index cards. In the course of their work with children, school administrators, classroom teachers, housemasters, mistresses, and counselors might make use of the information that they supply. The cumulative record card is where information on the yields of the students is stored. The cumulative record includes a variety of different types of information, including personal information, family background, medical data, health grades, assessments of personality and behavioral features, school-wide performance, extracurricular activities, anecdotal evidence, and classroom autobiography. According to Oladele (2017), this record contains the bulk of a student's history that is pertinent to counseling. By providing their students with tailored assessment services that are based on data acquired from tests and other sources, teachers who work in the disciplines of guidance and counseling help their students develop an understanding of who they are as individuals. Through the use of the Individual appraisal program, students have the opportunity to significantly enhance the accuracy of their own evaluations of their own capabilities, interests, and intelligence. Teacher counselors may be able to get a more accurate image of their students by using the information obtained from evaluations such as examinations. According to Guez and Allen (2018), when students are provided with correct knowledge about themselves, they are better equipped to plan ahead and make decisions that are in their best interests.

When a student is given the results of an ability, achievement, interest, and personality test, and then the counselor discusses those results with the student, it can help the student understand where they are currently and where they are going in these areas, and it can also provide the student with a foundation for self-assessment (Shertzer and Linden, 2019). The lesson will help students understand that life is full of choices, and that some of those decisions may be made more rationally by taking into consideration all of the available possibilities in light of their genuine self-awareness.

By reviewing the findings of evaluations, a teacher counselor may be able to assist students in achieving their educational and professional objectives. Through the use of tests and other forms of data, counselors may

be able to get a more comprehensive picture of the personal attributes, as well as areas of strength and development, of their clients. Through the use of interpretative tools such as expectation tables and evaluations, the student is provided with assistance in becoming aware of the relationship that exists between their present levels of performance, the educational paths they have chosen, and their future educational and occupational achievements. It is possible that the findings of the assessment will assist counselors in determining what is wrong with their students. Individual inventory data may make it possible to more precisely identify problems and determine solutions to those problems. Some examples of these problems are difficulties with reading and studying, difficulties with connecting with other people, and difficulties with connecting with other people.

Ahimie *et al.*, (2020) describe the assessment testing technique, which includes the following steps: administering, scoring, analyzing, and conveying results to students while adhering to the ethical principle of secrecy. Furthermore, the approach also includes protecting confidentiality. Al-Mustapha *et al.*, (2023) conducted a study with the objective of determining whether or not primary school instructors in Nigeria are more successful when their pupils take an active part in controlling the materials that are used in the classroom. Participants in this correlational research were 1,110 teachers from 126 public elementary schools located in the Bungudu Local Government Area of Zamfara State, Nigeria. The area is located in Nigeria. Using a method known as simple random selection, the sample of 230 instructors for the research was selected. Data was collected via the use of a questionnaire that was semi-structured. The capacity of pupils to keep track of their own things was shown to have a substantial correlation with the productivity of instructors in public elementary schools, according to the findings the researchers obtained. Following the implementation of student inventory management systems, the authors of the research discovered that both the instructors and the students had an increase in their productivity and performance in the classroom. Researchers have previously used a correlational methodology prior to the study that was conducted by Almustapha *et al.* (2023). This study used a descriptive survey research technique in order to get a better understanding of the ways in which assessment services influence the grades of students.

John and Fredrick (2018) also carried out a study that evaluated the appraisal services provided by the College of Education in the Volta Region of Ghana. The research approach that was used in the study was a survey of participants. We picked a total of four hundred participants from three different institutions of education located in the Volta Region. These participants were selected via the use of stratified and purpose selection techniques. This particular group consisted of three counselors, three hundred pupils, and eighty tutors. The students and tutors were selected via the use of a stratified sample method, while the counselors were selected on purpose. Following its collection via the use of a questionnaire, the data was analyzed through the use of frequencies and percentages. Based on the data, it was determined that the assessment services were not providing suitable assistance to the applicants for teaching positions. According to a number of recommendations, the college's guidance counselors need to increase the amount of advice activities they engage in. This would make it simpler and more desirable for students to get access to college guidance services, especially appraisal services. The findings of this study, in contrast to those of other studies, indicated that appraisal services did not have the impact that was intended on student teachers. For the purpose of this study, we will investigate the influence that appraisal services have on the academic performance of secondary school students in Kitui West Sub County, which is located inside Kitui County.

### **Theoretical Framework**

In this research, the person-centered paradigm developed by Carl Rogers in 1980 served as the basis for the investigation. Personality-centered philosophy places an emphasis on interpersonal connections. It emphasizes the value of providing assistance to individuals as they develop, assisting them in resolving issues that are now occurring, and then gaining insights that will assist them in resolving issues that may arise in the future (Corey, 2018). According to the person-centered paradigm, students are able to develop healthy self-concepts when they are loved and accepted in their current state. The person-centered philosophy approach is one strategy that has been shown to be beneficial in assisting students in discovering a more profound purpose in their life. When it comes to secondary education, the person-centered concept takes into consideration the specific personal, social, occupational, and academic demands of adolescents. As soon as these requirements are satisfied, students will work toward achieving health, growth, and adaptability.

In accordance with the person-centered worldview, there are certain prerequisites that must be satisfied before a human connection may be developed. The orientation of the counselor toward the client has to be front and center when the counselor is offering advice and treatment. A number of attributes, including the counselor's capacity to empathize, warmth, and positivism, should be present in the counselling relationship. According to Corey (2018), when children are in an atmosphere that is supportive, loving, sympathetic, and non-judging, they are able to freely explore their feelings and ideas and work through their own difficulties than when they are in an environment that is judgmental. It is the responsibility of the school counsellor to assist in making arrangements for students to obtain services such as appraisal/ assessment, where applicable.

When guidance counsellors fail to appropriately meet the needs of students in areas such as appraisal/assessment services schools suffer the consequences. When administrators of guidance and counseling programs emphasize the aforementioned needs when giving services, clients are more likely to relax their guard and open up to themselves and their surroundings. This is because clients feel more comfortable opening up to this information. The likelihood of a person being nice and helpful to others is increased when they get assistance. youngsters often fear that they are not good enough in school, which may contribute to poor self-esteem. This is a common concern among youngsters. By encouraging teenagers to have trust in themselves and their ability to thrive academically despite failures, a counsellor may be able to assist in the alleviation of these sentiments (Dorothy et al., 2021).

A favourable atmosphere that encourages people to attain their maximum potential is created by the programs. All of these programs contribute to the creation of this environment. Students need to be able to establish objectives with the assistance of these programs, and when they accomplish those objectives, they ought to experience a sense of accomplishment that will lead to an improvement in their academic performance. As a result of this, it is of the utmost importance that every institution provides a variety of resources, including appraisal/ assessment services.

### **III. Research Methodology**

#### **Research design**

The study used a correlational research research design.

#### **Location of the Study**

In the present study, Kitui County, and more especially Kitui West Sub County, served as the location of the investigation. This location was purposefully chosen due to the consistently poor academic performance.

#### **Population of the Study**

In Kitui West Sub County, there were a total of 7903 students who were enrolled in Form 3, 33 public secondary schools, 33 principals, and 33 heads of guidance and counseling departments who were able to take part in this study.

#### **Sampling Procedure and Sample Size**

Stratified random sampling was used to select sample size of 16 schools out of 33 schools based on sample size. Simple random sampling was used to select sample size comprised of 381 students, 16 guidance and counselling heads of department and 16 principals, a total of 413 respondents.

#### **Research Instrument**

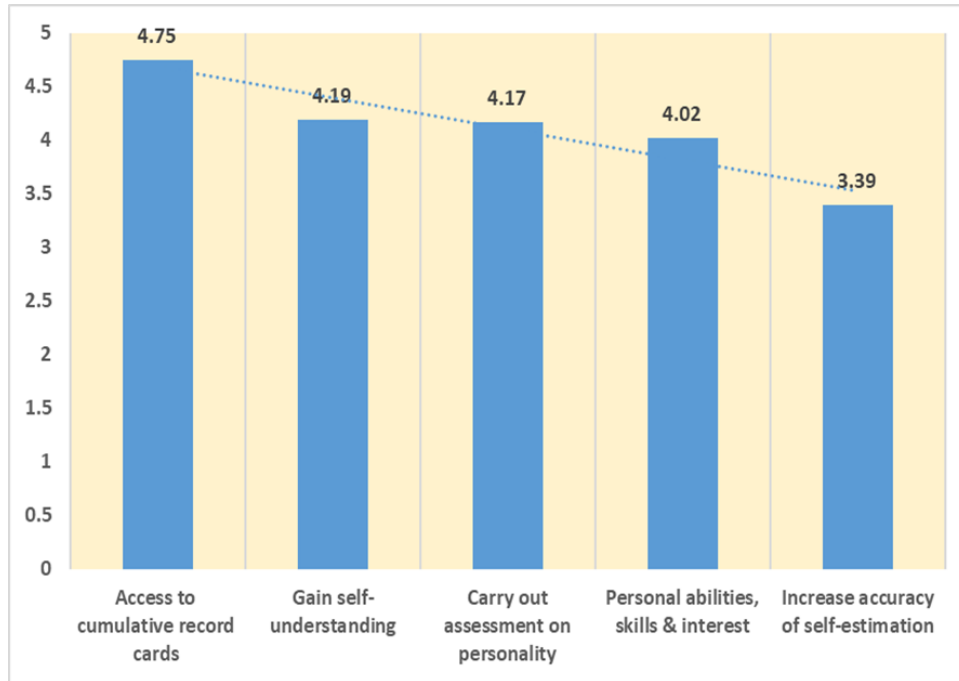
This study made use of two data collection instruments which included questionnaires and an interview schedule.

#### **Data Analysis**

Data was analyzed using Statistical Package for Social Sciences (SPSS version 22.0). For qualitative data collected using interview schedule themes and categories were generated using codes. There after responses which are the same were tallied based on objectives. The tally was used to draw inference, conclusion and recommendation. Quantitative data was analyzed using both descriptive and inferential statistics. Frequencies, means, standard deviation and percentages were descriptive statistics used to describe and summarize data Results were presented using table and graphs. Inferential statistical analysis was done using Pearson moment product correlation coefficient to test null hypothesis at 0.05 level of significance.

### **IV. Research Findings And Discussion**

The goal of appraisal services is to help students become more self-aware and -understood so that they can make better decisions and set more achievable goals, which in turn will improve their academic achievement. The purpose of this study was to calculate the percentage of students who said that having access to appraisal services at school had a favorable or negative effect on their grades. The findings were displayed and outlined within a range determined by the agreement's Scale value. In Figure 1, we can see the students' responses together with the average scores on all five categories.

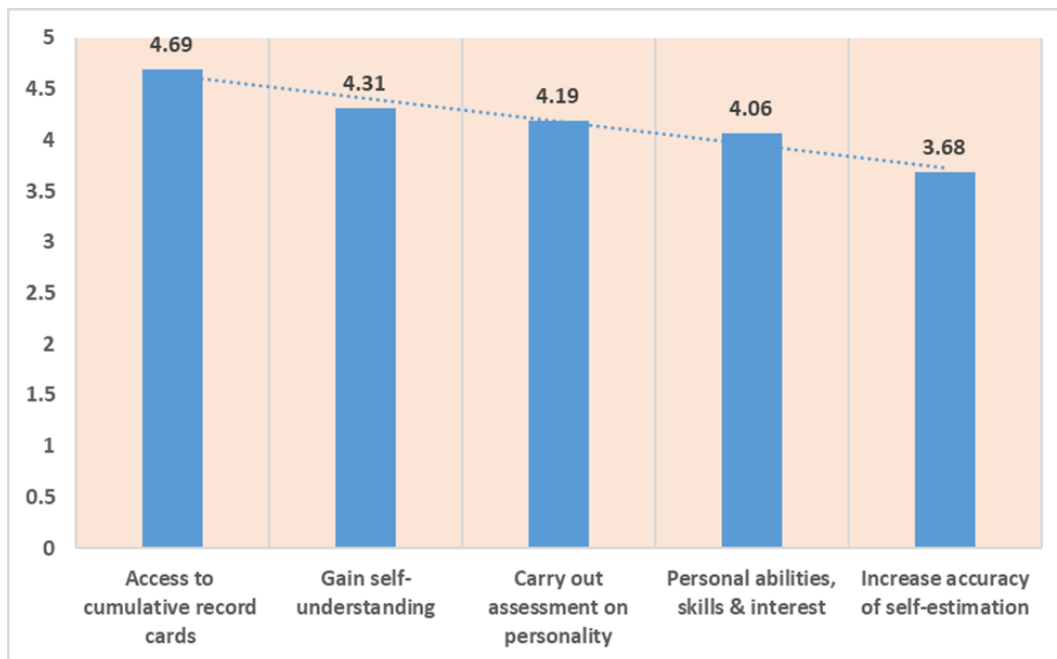


**Figure 1:**

*Means of Students Responses on Influence of Appraisal Service on Academic Performance*

Figure 1 displays the descriptive statistics findings for the students' replies. The majority of students felt that the service helped them do better in school. According to the data, the average mean was between 3.39 and 4.75. With a mean agreement strength of 4.104, students are in strong agreement that the services have a positive effect on students' academic performance. With a mean score of 4.00, the evaluation service is being used effectively in schools. That students are so self-aware of their academic performance is a strong indicator that they are working hard to improve. In order to help students, grow as individuals and as future professionals, educators, and social beings, we help them identify and understand their unique set of skills, interests, values, limits, aptitudes, and abilities.

A five-point Likert-type scale with five factors was used to evaluate appraisal services by respondents from the guidance and counseling department. In Figure 2, shows the outcomes of this study.



**Figure 2:**

*Means of Students Responses on Influence of Appraisal Service on Academic Performance*

To test this null hypothesis, the data was subjected to correlational analysis, using the Pearson’s Product correlation coefficient test. Results are shown in Table 1.

**Table 1**  
*Pearson’s Product Moment Correlation Coefficient Test for the Influence of Appraisal Service on Students’ Academic Performance of Secondary School Students*

	Academic Performance	Academic Performance	Appraisal service
Academic Performance	Pearson correlation, <i>r</i>	1	.159**
	Sig. (2-tailed)		.002
	N	376	376

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The findings of the correlation analysis are shown in Table 1. A modest but statistically significant beneficial effect of the services on students' academic achievement was seen, shown by a Pearson correlation value of  $r = 0.159$  ( $p = 0.002$ ). The association, however modest, indicates that students who use this services tend to achieve superior academic performance. The positive association shown in this research supports the notion that prompt feedback and ongoing evaluation via appraisal services might motivate students to implement remedial measures, enhance their study practices, and eventually elevate their academic achievement. To determine the amount and direction of the difference in this variable, the mean effect of the services on students' academic achievement was analyzed. The results are shown in Table 2.

**Table 2:**  
*Comparing Mean of Influence of Appraisal Service on Students’ Academic Performance of Secondary School Students.*

Performance	No. of students	Appraisal service mean score	Std. Dev.
A to B+	98	21.0918	2.62457
B to C+	118	20.6102	2.65070
C to D+	136	20.3456	2.22570
D to E	24	18.6667	2.49637
<b>Total</b>	<b>376</b>	<b>20.5160</b>	<b>2.54134</b>

For your perusal, the results of this audit are shown in Table 17. Those students who had grades ranging from A+ to B+ and those who received grades ranging from B+ to C+ had mean scores of 21.0918 and 20.6102, respectively, when the impact of the services on students' grades was examined. As a consequence of this, students who performed well on examinations (grades ranging from A to C+) benefited more from appraisal services than students whose results were less favorable (grades ranging from D to E) (20.3456 vs 18.6667). The various groups of students and those with a mean score of 18.6667, which was classed as D to E, were very different from one another. This gap was quite noticeable. Therefore, the gap shown in Hypothesis 3 may be explained by students who received marks ranging from D to E and those who received grades ranging from A to B+. Using appraisal services resulted in a statistically significant increase in the academic performance of students attending public secondary schools in Kitui West Sub County, Kitui County. As a result, the researchers decided to reject the null hypothesis and accept the alternative hypothesis.

pupils who stated that they had benefited from the services scored better on tests as compared to pupils who had received lower mean scores in appraisal services. The service was more advantageous to students who had good test results (A–C+) than it was to those who had lower scores (C and below). In accordance with the results of the research, students who scored better on examinations said that they believed that appraisal services were of more assistance to them than students who fared badly. This study's results are in agreement with those of Harackiewicz *et al.*, (2016), who discovered that appraisal services are essential for improving students' academic performance. These services encourage students to be more self-aware and responsibility for their own learning, which in turn leads to improved academic performance. Providing assistance to students in evaluating their own academic achievement and identifying areas in which they may be struggling is the main purpose of

assessment services. Through the constructive feedback that they get from these programs, students are able to gain a greater awareness of themselves, as well as their capabilities and areas in which they might potentially improve. It is vital to better integrate these services into educational programs in order to assure that students get the required help to thrive academically. This is because there is a considerable relationship between the two, and it is necessary to guarantee that students receive the appropriate support.

Furthermore, the results of this study indicate the complex function that this service plays in the classroom, which is consistent with the findings of earlier research. Students had a pleasant experience with a significant number of the appraisal service's components, as shown by descriptive statistics that have been presented in the past. The ability to view their cumulative records, having their likes and skills highlighted, completing personality and aptitude tests, and generally boosting their self-awareness were some of the things that were covered in this category. Appraisal services that gave students access to cumulative record cards received great marks from the students. Recent research, such as that conducted by Deighton (2017), has brought to light the need of having full student data in order to facilitate the development of tailored lesson plans. With the assistance of cumulative records, students are able to monitor their academic progress over the course of time, determine the areas in which they excel and those in which they may improve, and adapt their study techniques appropriately. According to Schildkamp (2019), this provides support to the premise that improving academic performance may be accomplished by making well-informed judgments based on prior academic data.

The results of the present study are in agreement with the findings of Awabil and Kankpong (2017), who discovered that appraisal services were successfully implemented in junior high schools (which were previously known as junior secondary schools). As stated by Mathew and Godwin (2016), adolescents are unable to make sound choices about their futures in school until they first acquire a more profound comprehension of themselves, which may be accomplished via the use of appraisal services.

According to the findings of a recent research, appraisal services help students become more self-aware, which in turn leads to choices that are more grounded in reality. This is congruent with the ideas that are associated with professional growth. In order to make choices in the business, as well as in the classroom, one must have a high degree of self-awareness. Appraisal programs assist students in being more self-aware by assisting them in recognizing their skills, interests, and values. This, in turn, assists students in making well-informed choices that are in accordance with their capabilities, objectives, and ambitions, which in turn influences their academic accomplishment (Lent & Brown, 2019).

According to the findings of the present research, evaluation services that make use of personality and aptitude tests have favorable benefits. According to the findings of Sedofia and Oncansy (2018), the academic and professional choices that students make are significantly influenced by the characteristics of their personalities and the inherent skills that they possess with regard to their success. Through the process of uncovering individuals' underlying tendencies and prospective skills, aptitude and personality tests have the ability to direct pupils into academic courses that are tailored to their strengths. According to Kahn *et al.*, (2015), this alignment has been linked to increased levels of intrinsic motivation as well as success in the classroom. According to the findings of this research, one of the most significant aspects of the assessment service is assisting individuals in gaining a deeper understanding of their own capabilities, interests, and skills. Positive psychology and strengths-based education have both produced findings that are consistent with this observation. According to the findings of study conducted by Seligman and Csikszentmihalyi (2015), it is possible to cultivate a more positive view and a greater sense of inner motivation. Students are more likely to take an active position in their studies when they are aware of their own talents, interests, and abilities (Harackiewicz *et al.*, 2016). This, in turn, leads to higher marks for the students. Providing assistance to students in evaluating their own academic achievement and identifying areas in which they may be struggling is the main purpose of assessment services. Through the constructive feedback that they get from these programs, students are able to gain a greater awareness of themselves, as well as their capabilities and areas in which they might potentially improve. Given the high correlation that exists between appraisal services and academic performance (Harackiewicz *et al.*, 2016), there is a pressing need for educational programs to include assessment services in a more efficient manner. This is necessary in order to guarantee that students get the necessary assistance for successfully achieving their academic goals.

## **V. Conclusion And Recommendation**

Students proposed that the appraisal service may be restricted in its ability to enhance the precision of self-estimation, a critical component of academic performance improvement and the establishment of realistic objectives. Schools should enhance their appraisal service to ensure that students receive high-quality feedback. The personal development requirements of students may not be adequately addressed by the appraisal service. The study's recommended that, guidance and counseling teachers may improve the services by stressing the need of accurate self-evaluation. This may be accomplished by providing students with additional training and seminars that help them get a thorough awareness of their strengths and potential.



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